

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Reading is always a meaningful activity. This process always includes feelings as well as knowledge and experience. It can never be detached from the intent and interest of the reader or from the outcomes it has. Reading is the transfer of meaning from mind to mind. Readers obtain meaning by reading. This stage involves the reader, the writer, and the text. Through reading, one learns and earns enjoyment. The reader gains knowledge about the world. As the learner progresses in reading, his enjoyment may improve.<sup>1</sup> Thus, the writer, the reader, and the text have an important and inseparable role in reading activities.

Reading is beneficial for language acquisition, provided that students more or less understand what they are reading. On the other hand, we can encourage students to focus and use reading material to show how to arrange sentences, paragraphs, and the text as a whole. Good reading texts can introduce interesting topics, build imaginative responses, stimulate discussion, and provide a springboard for interesting

---

<sup>1</sup> Tamar Mikeladze, *Extensive Reading* (Telavi Lakob Gogebashvi: University of Latvia, 2014).

and comprehensive lessons.<sup>2</sup> They will understand it better the more they read.

Furthermore, reading will be made a necessity and practiced in our daily lives when we realize its importance of it. For EFL students, in particular, reading is their primary learning goal and for most of them, reading will also be the most important of the four language skills in a second language. However, everyone including students themselves has different attitudes, interests, and habits towards reading. Moreover, reading is not always an easy and pleasant activity for students. Some of them consider that reading is unpleasant and difficult to do. This is one of the causes of low interest in reading.

A study conducted by Ista Maharsi et al on the reading habits of students in Indonesia revealed that during the holidays 50% from them only read occasionally, 12% read once a week, 9% once a month and 25% never read at all even though books were available.<sup>3</sup> These results indicate that they agree that reading is very useful, but they have little interest in reading. The failure of students to cultivate reading habits is the problem. It is believed that students read not because they want to,

---

<sup>2</sup> Jeremy Harmer, *How to Teach English*, 2nd ed. (Harlow: Pearson Education Limited, 2007), 99.

<sup>3</sup> Ista Maharsi, Muhammad Izam Ghali, and Salma Maulani, "High School Students' Reading Habit and Perception on Reading for Pleasure," *International Journal of Indonesian Education and Teaching* 3, no. 1 (2019): 128–136.

but because they have to. Students perceive reading as a task they must undertake to excel academically. They usually read because there is an assignment from the lecturer or before the exam. Most of the students also showed low interest in some things. Such as rarely visiting the libraries to read, rarely using spare time to read, and often being sleepy when reading a book.

This is in line with the result of preliminary research conducted by researchers on 20 students of English Education Department. The results show that most of them admit that they do not read too often. Regarding how often students read for personal reasons such as reading for pleasure, it was revealed that 40% of them did so almost every day, 40% about once a week, and 20% about once a month. This survey also found that students spend more of their time on social media, such as Instagram, Twitter, Facebook, etc., and visit websites almost every day.

In Indonesia itself, people's interest in reading is low. As cited from Portal Bandung Timur<sup>4</sup>, a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) shows that the literacy level of the Indonesian people is very low. The results of the

---

<sup>4</sup> Heriyanto Retno, "Miris, Minat Baca Di Indonesia Menurut UNESCO Hanya 0,001 Persen," *Portal Bandung Timur*, May 17, 2017, <https://portalbandungtimur.pikiran-rakyat.com/pendidikan/pr-941922838/miris-minat-baca-di-indonesia-menurut-unesco-hanya-0001-persen>.

2019 survey of Indonesian people's reading interest ranked 62 out of 70 countries, or are in the bottom 10 countries. The results of a different research entitled *World's Most Literate Nations Ranked* conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding reading interest. Meanwhile, UNESCO stated that the reading interest of the Indonesian people was only 0.001 percent. This means that out of 1,000 Indonesians, only 1 person likes to read.

According to Day and Bamford (cited in Novitasari), reading can be interesting if the material is easy, various, and attractive.<sup>5</sup> One of the interesting ways to read can be done by doing extensive reading activities. Extensive reading encourages students to read as much as possible for the purpose of enjoyment and is informative rather than studying certain language features and usually chosen by themselves.<sup>6</sup>

Extensive reading engages students in reading large numbers of books at a rate that is appropriate for them; only one to two words per page that the reader doesn't know.<sup>7</sup> The main goal of extensive reading is

---

<sup>5</sup> Nadya Novitasari, "Students' Attitudes Towards the Implementation of Extensive Reading in SMAN 1 Sewon" (Sanata Dharma University, 2018), 2.

<sup>6</sup> Faisal Al-Homoud and Norbert Schmitt, "Extensive Reading in Challenging Environment: A Comparison of Extensive and Intensive Reading Approaches in Saudi Arabia," *Language Teaching Research* 13, no. 4 (2009): 383.

<sup>7</sup> Maria Kredatusova, "The Benefits of Extensive Reading in EFL," *Is. muni. cz* (2007): 7.

to read to obtain information and enjoy the text. Various books covering various topics are provided and students choose the title according to their interests. In this case, the role of interest settles the most decisive part next to students' reading ability. Students' interests should be the main consideration when choosing reading materials. Otherwise, students will develop a low interest in reading and even an aversion to it. Students' interest in reading arises from their curiosity to understand or obtain information from their environment. No matter how good and interesting the content of the reading text is, if the reader is indifferent, reading is impossible to do.

Students who find a book difficult or uninteresting may stop reading and choose another book instead. Their readings are based on choice and purpose which are the basic elements of real-life reading. A book for learners that contains a variety of interesting stories should capture the interest of ESL/EFL learners through careful selection. As Aebersold and Field suggest (cited in Sheu), such books should be included in any situation.<sup>8</sup> With all the same intentions as ESL/EFL rated readers, they provide similar important factors including entertainment, information, learning to read, and becoming addicted to books.

---

<sup>8</sup> Samuel P-h Sheu, "The Effects of Extensive Reading on Learners' Reading Ability Development," *Journal of National Taipei Teachers College* 17, no. 2 (2004): 216.

Based on the description above, the researcher is interested and wants to analyze the students' interest in extensive reading and to find out the factors that influence their interest in extensive reading. The researcher chose the topic of this research, under the title "An Analysis of Students' Interest in Extensive Reading at the Higher Education Level" (A Descriptive Qualitative Research on the Fifth Semester Students of English Education Department of the State Islamic University Sultan Maulana Hasanuddin Banten).

## **B. Focus of the Research**

Based on the research background above, this study focuses on the interest of English students in extensive reading and the factors that influence them in doing extensive reading activities.

## **C. Research Question**

To classify the research problems, the researcher formulates the research question as follows:

1. How is the student's interest in Extensive Reading?
2. What are factors influencing the student's interest in Extensive Reading?

#### **D. Objective of the Research**

Based on the research questions above, this research has 2 objectives, as follows:

1. To analyze students' interest in Extensive Reading.
2. To find out the factors that influence the student's interest in Extensive Reading.

#### **E. Significance of the Research**

By conducting this research, the researcher hopes to provide some benefits to teachers, students, other researchers, and the researcher itself.

1. For lecturers

Lecturers can consider applying the way suggested in this study to achieve the objectives of learning and teaching through Extensive Reading. This can help lectures in making reading activities more interesting and pleasant.

2. For students

This research is expected to provide insight to students, especially about reading. This research also expected to be useful and motivate students, especially English Education Department students, to increase their interest in extensive reading and apply it to gain more knowledge about the benefits of extensive reading. In extensive

reading, students can enjoy reading as a delightful activity in their spare time.

### 3. For other researchers

This research can also be used as a comparison or guideline for other researchers who are interested in examining the same topic regarding students' reading interest in Extensive Reading.

## **F. Previous Study**

Research on student interest has been carried out by several researchers. The first one is a study conducted by Siti Royyania Fitria Rahman (2017) with the title “The Analysis of Students’ Reading Interest at V Grade of State Elementary School 130 Pekanbaru”. The purpose of this study was to determine the students’ reading interest, the factors that influence in it, and also the efforts to increase reading interest in fifth-grade students at the State Elementary School 130 Pekanbaru. This type of this research is descriptive quantitative research. The population of this study is the fifth-grade students, totaling 105 students, with a sample of 35 students through the selection of a purposive sample. Data collection techniques are questionnaires, interviews, and documentation. The results show that the reading interest of the fifth-grade students of the State Elementary School 130 Pekanbaru was



categorized as high. This is evident from the results of the overall research analysis using the percentage obtained by a percentage of 72.1%. Furthermore, factors that influence the students' reading interest are: 1) Providing a mini library, 2) Require students to read for 15 minutes, 3) Provide reading opportunities, 4) Motivate students to read, 5) Encourage students to buy reading books, 6) Encourage students to visit the library, 7) Instilling the habit of students to read. 8) Carry out book renewal every year.

The next research was conducted by Yoga Arifin (2021), entitled "An Analysis of Students' Interest in Reading Comprehension at The Eleventh Grade of Senior High School 2 Siak Hulu Kampar". This study aims to determine the reading comprehension interest of class XI students of SMA Negeri 2 Siak Hulu. This type of research is quantitative descriptive and uses a questionnaire as a data collection instrument. The research subject is class XI MIPA 6 which consists of 36 students. Researchers used a cluster random sampling technique with a sample of 30 students from the total population. The results showed that the students' reading comprehension interest was in the High category with a score of 64.88. While the interest in reading comprehension of students personally is included in the category of Fairly High with a score of 56.55. Then, interest in reading comprehension of students is

situationally included in the category of High with a score of 73,21. The student's interest situation is higher than the student's personal interest. It can be concluded that situational interest is a factor that influences students' reading comprehension interest.

The last research was conducted by Yayi Latifah (2020) under the title "Analysis of Students' Interest in Reading English Journal Articles". This study aims to determine the level of students' reading interest and the factors that influence them in reading English journal articles. This research used a qualitative descriptive approach. Data were obtained through questionnaire and interview. The population in this research were 149 students of the fifth semester, while the sample of research of the total 149 students, 40 students were taken as respondents for the questionnaire and out of 40 students were taken 5 students as informants for the interview. The results showed that the level of students' reading interest on average was at a high level with the following details: 8 (20%) students got "Very High" category, 29 (72,5%) students got "High" category, and 3 (7,5%) students got "High Enough" category. Meanwhile, from the results of the interview, it was found that the factors that influence students' reading interest are: 1) Learning reading material, 2) The role of English journal articles, 3) Advantages of English journal articles, and 4) Benefits for language skills. Therefore, these were factors

influence the high level of reading interest of the fifth semester students, thus students still get used to themselves reading English journal articles.

The difference between this research and the previous research is the researcher focuses on students' interest in Extensive Reading, especially at the tertiary level. According to Dwyer, Hogan, & Stewart (cited in Anindita), EFL students at the college level typically receive reading courses that force them to read some material to improve their critical thinking, which increases the chances of generating logical conclusions to understanding the content itself.<sup>9</sup> Thus, students' reading habits promote their understanding. Reflecting on this, extensive reading is often put forward as a course requirement in EFL reading classes. This research examines how students' interest in extensive reading is and whether they also apply this extensive reading habit well outside the classroom.

## **G. Organization of Writing**

The researcher uses several steps in his research and organizes it into several chapters or sections as follows:

**Chapter I Introduction**, this chapter consists of background of the research, identification of the problem, scope and limitation of the

---

<sup>9</sup> Canti Anindita, "EFL Students' Perception towards Extensive Reading Practice in Higher Education Level," *Retain* 08, no. 4 (2020): 90.

research, research question, objective of the research, significance of the research, previous study, and the organization of writing.

**Chapter II Theoretical Framework**, consisting of theories obtained from experts.

**Chapter III Method of the Research**, this chapter consists of details of the research methodology used by the researcher.

**Chapter IV Research Finding and Discussion**, this chapter consists of data analysis and discussion of research findings.

**Chapter V is Conclusion and Suggestion**, it consists of conclusion of the research and suggestion, especially for some parties.